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ABSTRACT

Noting that the Western Canadian Protocol for Collaboration in Basic Education (1993) states that the Ministers of Education in the four western provinces and two territories of Canada agree to collaborate in basic education, this foundation document stresses that this collaboration is unprecedented in Canadian curriculum development. For the first time in western and northern Canadian history, Aboriginal and Francophone representatives have been included as full and equal partners in the development of a common curriculum framework for social studies. The purpose of this foundation document is to provide direction to the developers of the framework. The framework will be composed of a common core of learning outcomes for all students and allow for distinctive outcomes for Aboriginal and Francophone students. The document is divided into the following sections: (1) "Introduction"; (2) "Vision"; (3) "Definition of Social Studies"; (4) "Role of Social Studies"; (5) "Guiding Principles for Writing the Common Curriculum Framework for Social Studies K-12"; (6) "A Model for the Common Curriculum Framework for Social Studies K-12"; (7) "Background: Aboriginal and Francophone Education"; and (8) "Definitions." An Appendix discusses "Social Studies and French Immersion." (BT)

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# FOUNDATION DOCUMENT for the Development of The Common Curriculum Framework for Social Studies Kindergarten - Grade 12

http://www.edu.gov.mb.ca/metks4/curricul/k-s4curr/socstud/foundation/intro.html

**Developed by**
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**1999**

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# INTRODUCTION

The Western Canadian Protocol for Collaboration in Basic Education (1993) states that the Ministers of Education in the four western provinces and two territories agree to collaborate in basic education because of the importance they place on four major goals:

1. high standards of education
2. common educational goals
3. removing obstacles to the access of educational opportunities for students, including improving the ease of transfer from jurisdiction to jurisdiction
4. optimum use of educational resources

The process for the creation of the Western Canadian Protocol Foundation Document and The Common Curriculum Framework for Social Studies K-12 (hereafter referred to as the Framework) is unprecedented in Canadian curriculum development. For the first time in western and northern Canadian history, Aboriginal and Francophone representatives have been included as full and equal partners in the development of a common curriculum framework for social studies. This collaboration is a unique opportunity for the Framework to reflect the complex and diverse nature of Canada and to contribute to a balanced and inclusive vision of our country.

The purpose of this Foundation Document is to provide direction to the developers of the Framework. This Framework will be composed of a common core of learning outcomes for all students and will allow for distinctive outcomes for Aboriginal and Francophone students. There will be a single Framework, available in both English and French. An adaptation of the Framework will be prepared for French Immersion. 1

# VISION

The Common Curriculum Framework for Social Studies K-12 will meet the needs and reflect the nature of the twenty-first-century learner and will have the concept of Canadian citizenship and identity at its heart. It will be reflective of Aboriginal, English language, Francophone, and multiple cultural perspectives. The Framework will ultimately contribute to a Canadian spirit - a spirit that will be fundamental in creating a sense of belonging for each one of our students as he or she engages in active and responsible citizenship locally, nationally, and globally.

The Framework will provide guidance to develop curriculum that will express the Aboriginal perspective. It will acknowledge the Aboriginal homeland and people as foundational to Canada and the Canadian spirit. It will help Aboriginal students claim their culture and affirm their identity. It will also engender understanding for all students with respect to Aboriginal culture.

The Framework will help attain the goals of Francophone Education in developing and strengthening language, identity, culture, and community.

# DEFINITION OF SOCIAL STUDIES

For the purpose of developing the Foundation Document and the Framework, the following definition of social studies has been adopted:

Social studies is the study of people in relation to each other and to their world. It is an interdisciplinary subject that draws upon many disciplines, including history, geography, economics, law, and political science. Social studies focuses on people's relationships with their social, physical, spiritual, cultural, economic, political, and technological environments. Social studies helps students become active and responsible citizens within their communities, locally, nationally, and globally, in a complex and changing world.

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# ROLE OF SOCIAL STUDIES

The role of social studies is to enable students to

1. develop the knowledge, skills, and attitudes necessary to become active and responsible citizens, engaged in the practice of democratic ideals, and aware of their capacity to effect change

2. understand their rights and responsibilities in order to fully participate in society

   Social studies will enable Francophone students to assert their rights and responsibilities as fully participating French-speaking citizens of Canada.

   Social studies will enable Aboriginal students to understand their roles and responsibilities as citizens of Aboriginal Nations and of Canada

3. demonstrate a critical understanding of the role of social, political, and legal institutions in promoting individual and collective well-being

4. understand and appreciate the unique nature of Canada, its land, history, complexities, and current issues

5. celebrate and strengthen the Canadian identity, and understand and honour the traditions, concepts, and symbols that are its expression

6. thrive in their cultural and Canadian identity with a legitimate sense of belonging to their communities and to Canada

   Social studies will enable Francophone students to develop a sense of legitimacy and pride in their francité (language, identity, and culture), and to participate in building a dynamic community.

   Social studies will enable Aboriginal students to become grounded in, and proud of their Aboriginal identity, and to participate in living and renewing their culture.

7. appreciate and respect Aboriginal, Francophone, English language, and multiple cultural perspectives, and understand how these perspectives

have shaped Canada's political and cultural reality

8. value diversity

9. respect the dignity and support the equality of all human beings

10. develop a sense of social compassion, fairness, and justice

11. recognize, speak out and take action against injustice as it occurs in their schools, communities, Canada, and the world

12. understand Canadian and world history, so as to better comprehend the present and to influence the future wisely for the well-being of all

13. critically consider and understand historic and contemporary issues, including controversial issues and values, from diverse perspectives

14. understand geographic concepts

15. develop a global consciousness with respect to the human condition and world issues

16. understand political and economic concepts

17. understand how political and economic distributions of power affect individuals, communities, and nations

18. understand the contemporary and historical effects of media and technology on society

19. understand human interdependence in society and with the natural environment

20. develop a consciousness for the limits of nature and a sense of stewardship for the land, as well as a commitment to the practice of sustainable development

21. engage in problem-solving and conflict resolution with an awareness of the ethical consequences of decision-making

22. engage in active inquiry, critical and creative thinking, and the construction of meaning

23. conduct research using diverse methods and sources, and be able to organize, interpret, and present that research

24. develop effective communication skills

    Social studies will enable Francophone students to listen, speak, read, write, view, and represent in French in order to think, conceptualize, access information, and communicate effectively.

25. understand and critically use information technologies

26. develop collaborative and cooperative skills

27. enhance their cultural literacy by exploring connections with language arts, dramatic arts, visual arts, movement, and music

# GUIDING PRINCIPLES FOR WRITING THE COMMON CURRICULUM FRAMEWORK FOR SOCIAL STUDIES K-12

The following guiding principles are based on current research and observation of successful social studies programs. They will provide direction for the development of the Framework.

1 .In order to become active and responsible citizens, students need to understand, develop, practice, and value citizenship skills. When they are provided with authentic opportunities to participate as citizens within the classroom, the school, and the community, they will develop life-long citizenship skills and attitudes.

2. Students need to be provided with opportunities to explore their personal and Canadian heritage in order to develop a positive self-concept and to construct and affirm their identity and sense of citizenship.

3. In order to reflect Canadian diversity, social studies should focus on the roles, perspectives, and contributions of Aboriginal, English language, Francophone, and the many other cultural groups of Canada.

4. Social studies learning should include an understanding that socio-cultural variables (e.g., gender, age, language, religion, and spirituality) affect people's attitudes, beliefs, and behaviours there is as much variation between the members of a cultural group as there is between different cultural groups

5. Each student is a unique individual who brings to the classroom a particular set of cultural and linguistic characteristics, and learns best when his or her language and culture are valued.

6. Social studies provides opportunities for Aboriginal students to understand and be connected to their spiritual environment and for all students to learn about the spiritual dimension of Aboriginal culture.


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7. Students learn to understand and value the views of others when they are given opportunities to become aware of diverse perspectives, to interact with people who hold diverse views, and to reflect critically on a variety of world views and perspectives. These opportunities help raise cultural consciousness and combat stereotyping and discrimination.

8. Construction of historical knowledge and understanding is fundamental to social studies learning; students need to be engaged in the investigation and interpretation of the chronological, socio-cultural, economic, environmental, and political dimensions of history.

9. Aboriginal students need to be provided with opportunities to preserve and regenerate the teachings and oral traditions of their elders, and to understand the history of their local Aboriginal communities.

10. Social studies needs to provide opportunities for students to understand the geographic concepts of location, place, human/environment interaction, movement, and region.

11. Social studies needs to provide opportunities for students to understand important concepts related to the various social studies disciplines such as economics, law, and political science.

12. Students need to be provided with a balance between breadth and depth of knowledge in social studies, as well as a balance between local, Canadian, and global issues.

13. Students need to be provided with opportunities to develop a consciousness for the limits of nature, a sense of stewardship, and a commitment to the concept of sustainable development.

14. Students become ethical, creative and critical decision-makers through active inquiry into social issues. This includes a consideration of their own and others' values and an examination of controversial issues.

15. Students need to be provided with opportunities to use and manage information and communication technologies critically, and to understand the historical and ongoing impact of media and technology on society.

16. The integration of language arts, dramatic arts, visual arts, movement, and music within social studies addsmeaning and relevance for students.

17. Social studies involves the study of individuals and groups, values and intentions, events, places, and time. By providing personal and cultural perspectives through the integration of oral and written stories, legends,

and narratives, teachers will enhance social studies concepts and inspire an aesthetic response from students.

18. Social studies learning is facilitated by social interactions and communication with others in a variety of flexible, adaptive, and diverse instructional settings, including on-the-land and fieldwork experiences technology-assisted experiences home and community involvement experiential learning

19. Students learn best when their learning is supported by their school, family, and community.

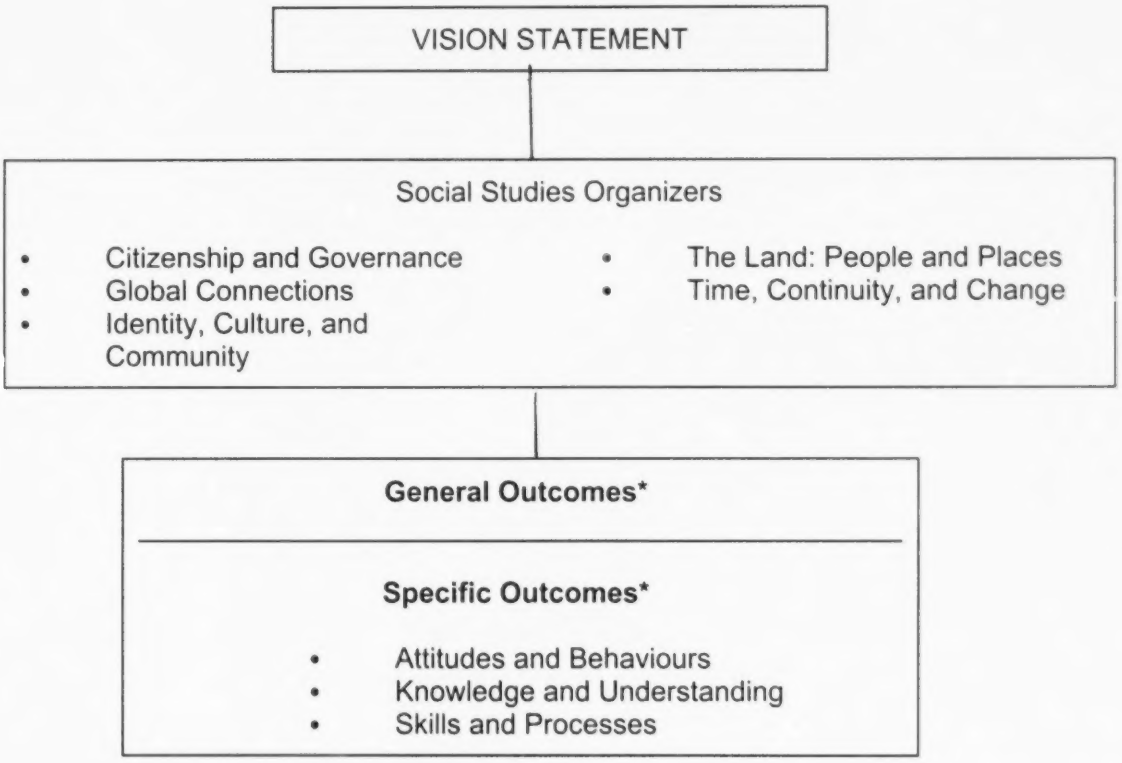
The following principles reflect the particular needs of Francophone students and should be supported by the Framework.

20. The promotion of additive bilingualism and French language development are an integral part of learning in social studies for Francophone students.

21. Historical understanding, including awareness of the heritage and contributions of Francophones to society, is essential for the construction of identity and citizenship for Francophone students.

22. Construction of cultural identity and integration into the Francophone community are achieved through an interdependent school-home-community partnership and meaningful cultural experiences related to the student's life.

# A MODEL FOR THE COMMON CURRICULUM FRAMEWORK FOR SOCIAL STUDIES K-12




* Including distinctive General and Specific Outcomes for Aboriginal and Francophone students

**Vision**

The vision for the Framework provides the basis for the Social Studies Organizers and the development of General Outcomes and Specific Outcomes.

**Social Studies Organizers**

The Social Studies Organizers are intended to provide a broad basis for the development of General and Specific Outcomes, and do not represent themes or discrete units of study.

**1. Citizenship and Governance**

Fundamental to social studies is the concept of active and responsible citizenship within local communities, Canada, and the world. This includes ideas such as informed participation in the political process, contributing to the common good, the balance between rights and responsibilities, ethical decision-making, critical and creative thinking, respect for the dignity and value of all human beings, conflict resolution, cooperation, and an understanding of governance. Commitment to democratic ideals such as equality, freedom, rights, and responsibilities is also critical to citizenship. Important concepts related to governance include power, authority, justice, and institutions, as well as people and their political, legal, technological, economic, and physical environments.

**2. Global Connections**

Global connections are becoming increasingly important among world societies. Important ideas include globalization, environmental issues, international aid, emerging technologies and world economic systems, interdependence, politics, human rights, and the dynamic relationship between domestic and global concerns.

**3. Identity, Culture, and Community**

Identity stems in part from language, culture, and community. Integral to identity is the feeling of acceptance and belonging. This includes an understanding of concepts such as personal identity and cultural heritage, belief systems, multiple cultural perspectives, regionalism, pluralism, Canadian identity, world views, and world cultures. Humans exist in the context of communities; this relationship requires an understanding of how to live together with respect to similarities and differences, perspectives, equality and diversity, interaction and cooperation, and appreciation of others.

**4. The Land: People and Places**

Humans exist in a dynamic relationship with the land. Related geographic concepts include location, place, human-environment interaction, movement, and region. Skills include organizing information into a spatial context, and making informed and critical decisions about the relationship between human beings and their environment, within the contexts of stewardship and sustainable development.

**5. Time, Continuity, and Change**

History provides an understanding of the present and helps shape and influence the future. Related skills and attitudes include inquiry, the construction of historical knowledge and understanding, informed decision-making, interpretation, research, and acceptance of the diversity of historical perspectives. Concepts and ideas include oral histories, personal stories, chronology, continuity and change, events, people and places, and people and their technological environments.

**General Outcomes and Specific Outcomes**

The Framework will include General Outcomes and grade by grade Specific Outcomes that will reflect the knowledge and understanding, skills and processes, and attitudes and behaviours that students are expected to achieve through social studies.

Each outcome will be:

- consistent with the vision and organizers
- appropriate to a series of grades (general outcome) or to the grade for which it is intended (specific outcome)
- understandable by educators, students, parents, and community members
- stated in such a way that it will be apparent when the student has met the expectation
- stated in terms of knowledge and understanding, skills and processes, or attitudes and behaviours (outcomes may address one or more of the three areas)
- supportive of the use of a range of instructional and assessment strategies as well as the use of a variety of learning resources
- written to begin with the stem "Students will..."
- written using a verb or verb combination and precise, consistent language

General outcomes tend to be long term and broader in scope, while specific outcomes are detailed grade by grade outcomes. General and specific outcomes might address more than one of the organizers.

Distinctive Aboriginal outcomes for social studies may be included in the Framework for students in educational settings that include, but are not limited to the following

- locally-controlled First Nations schools
- Aboriginal-controlled schools in off-reserve or urban settings
- provincial and territorial schools where the majority population is Aboriginal and where the school or school district, and the concerned parents or their representatives have requested that the distinctive outcomes be taught
- where a minority of students are Aboriginal, and the school or school district and parents or their representatives have requested that the distinctive outcomes be taught

Distinctive Francophone outcomes will be designed for students enrolled in Francophone schools or programs within the context of Section 23 of the Charter of

Rights and Freedoms. These outcomes will support the development of language, identity, culture, and community throughout the framework.

# BACKGROUND: ABORIGINAL AND FRANCOPHONE EDUCATION

**A. Aboriginal People**

Aboriginal people comprise First Nations, Métis, and Inuit of Canada. Even though each of these groups has different languages, traditions, and histories, there is a similar perspective among all Aboriginal people - a perspective that describes their place, knowledge, and skills in their world. It is vital that teachers, including the Elders of Aboriginal people, transmit this perspective.

Aboriginal people have a unique relationship with the land and their environment, and that relationship is strong and spiritual. Aboriginal people are raised with values and beliefs about the land and therefore believe themselves to be caretakers of the land.

Aboriginal people have ancient legends, songs, and dances that have survived over time. Each nation, clan or group have these traditional arts that reflect their identity and spirituality1. Family, group and nation histories are related through the arts, and Aboriginal people strive to become skilled in them and take responsibility to pass them on.

The knowledge of each group has been passed on through oral tradition. The oral tradition is best related in the distinct languages, and is deemed to be the most important way of passing on knowledge. Aboriginal people have high regard for those who teach through oral tradition, and believe it is an essential part of Aboriginal students' education.

Aboriginal histories predate Canadian history by thousands of years. Over this span of time, Aboriginal people developed diverse cultures and self-governing nations, controlled vast territories, and had self-sustaining economies. Their way of life and governance were changed forever upon contact with early explorers.

The basis of Aboriginal people's relationship with Canada is found in the spirit and intent of responsible co-existence, envisaged by the Royal Proclamation of 1763. That relationship continues to be interpreted and negotiated through the treaty-making process, and through the entrenchment of Aboriginal and treaty rights in the Canadian constitution. Aboriginal rights have been further affirmed through the legal concept of Aboriginal title.

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Citizenship issues are complex for Aboriginal people. For example, until recently the Indian Act defined and legislated the term "persons" as "anyone other than an Indian." This legislation has never been repealed. In addition, First Nations people were not enfranchised to vote in federal elections until 1962. This right to vote was conditional on being enfranchised by the province or territory of residence.

In the recent past, certain events such as isolating Aboriginal children from their communities led to their loss of traditional skills, values, language, and culture. This created a people who could no longer identify their place in Canadian society. What had been important to Aboriginal people in the past no longer had validity or importance, either within their communities or within Canada.

Education has contributed to the erosion of Aboriginal cultures and languages. Guided by the voice of Aboriginal people, education can now play a role in the strengthening and revitalization of Aboriginal cultures and languages. Social studies programs based on the Framework will enable Aboriginal students to see their culture and identity presented and supported in a respectful way. This will help them become hopeful and appreciative in lifelong learning, and connected to their culture.

[1] *Aboriginal people have a spiritual world view or perspective. They see a world generated by a creative principle that is ever present and always active. This perspective recognises the total way of life of Aboriginal nations and people, while affirming balance and harmony within the whole environment. The practices associated with this way of life create, support, and maintain one's sense of identity as an Aboriginal person, and as a member of one's family, community, and nation/people. These practices honour the traditions, customs, and symbols Aboriginal people have inherited from their ancestors. A difficulty arises when the Aboriginal concepts of spiritual and spirituality are expressed in English. As English cannot communicate accurately concepts that are articulated in Aboriginal languages, translation to English does not convey the same meaning as it does in the original Aboriginal language. To an Aboriginal language speaker, the terms spirit or spirituality do not refer to worship or religion.*

**B. Francophone Community and Students (revised)**

**The Francophone Community**

The Francophone community is an important contributor to Canadian culture, history and identity. The Francophone community in western and northern Canada seeks to participate fully in Canadian society and believes its continuity affects the course of Canadian history and is of positive value to Canadian society. The Francophone community seeks to be firmly grounded in history, to be modern and dynamic, open to the world, and accessible to all; it is multicultural and multi-ethnic.

The increasing rate of assimilation of Francophone communities in western and northern Canada leads to a sense of cultural ambiguity in Francophones, and represents a loss for Canada generally. Francophone educational programming will help counteract cultural and linguistic assimilation.

Education is the cornerstone of community vitality in Francophone milieux. The Francophone community aims to build excellent Francophone educational programming with an emphasis on the integration of language, identity, culture, and community and to promote the development of leaders and "builders" who are capable of ensuring the continued vitality of the community. The vision of the Francophone community is to develop the student's full potential in order to ensure a high level of academic, personal, social, and cultural success.

A dynamic partnership of school, family, and community is integral to Francophone education and to the development and enhancement of culture, language, and identity. The Francophone community must be a "community of learners" to continue to thrive. Educational programming must therefore support learning within the home and the community as well as within the school.

**The Needs of the Francophone Student**

The following describes the nature and needs of the Francophone student in a minority setting. It is expected that social studies, along with other school subjects and with the support of family and community, will contribute to addressing these needs.

The cultural identity of Francophone students is ambiguous on two levels: society and home. Francophone students are immersed in a predominantly English language environment leading to assimilation and at the same time in a Francophone minority that keenly desires to retain its identity and culture. They are also influenced by other cultural groups and by mass culture. At home, where two or more cultures might coexist, children may experience a degree of linguistic or cultural confusion. The degree of francité, the degree of linguistic and cultural assimilation, and the level of language development in both languages vary greatly from one student to another.

Francophone students need to build their self-esteem in order to develop a positive cultural identity. They need to feel proud of being Francophone, personally, in their communities, and in their country. They also need to harmonize the diverse elements of their cultural identity.

Francophone students need support from school, family, and community to become a part of an authentic Francophone community. They need to experience a joie de vivre, laughter and fun within their Francophone learning environment and community. They need to understand that the community is dependent on them and on their strengths, and that their action or inaction has an effect on the community.

Francophone students need to learn how to be (savoir être), how to live together (savoir

vivre ensemble), how to do (savoir faire), and how to act (savoir agir) on the personal, cultural, community, and societal levels. They need to understand and assume their rights and responsibilities as Francophone citizens in Canada. Finally, they need to reach a level of bilingualism that enables them to communicate, understand, and conceptualize effectively in both French and English (additive bilingualism).

**Social Studies and Francophone Education**

Social studies plays an important role in Francophone Education. Along with other school subjects, social studies can help counteract linguistic and cultural erosion, support the continuity and vitality of the Francophone community, and help students reach high levels of academic, personal, social, and cultural achievement.

Social studies can help Francophone students acquire the confidence, knowledge, and necessary skills for integrating into Canadian society and contributing fully to forging this society. Through social studies, students will learn about their Francophone history and heritage and learn how to participate within this culture on the local, provincial, regional, national, and international levels. They will become aware of the role, contribution, and place of Francophones in society in all areas, including politics, science, economics, and the arts.

Social studies can further help realize the full potential of Francophone students by helping students develop and maintain a positive self-image rooted in the beliefs, values, and history that constitute the Francophone heritage.

Perhaps more than any other subject, social studies can bring to the forefront cultural identity and the choice to belong to the Francophone community. It can do this by ensuring that learning takes place in the context of the French language and of an enhanced participation in Francophone culture and community.

In summary, social studies helps students develop the knowledge, skills, and attitudes required to act effectively, live freely, and flourish as Francophone Canadian citizens in twenty-first century society.

# DEFINITIONS

| | |
|---|---|
| **Aboriginal students** | all Aboriginal students (First Nations, Inuit or Métis) in any educational setting, whether in a homogeneous or mixed classrom |
| **additive bilingualism** | proficiency in two languages, where the acquisition of a second language does not occur at the expense of proficiency in the first language |
| **The Common Curriculum Framework for Social Studies K-12** | The Common Curriculum Framework for Social Studies K-12 is the document that will contain the General and Specific Outcomes |
| **Foundation Document** | The Foundation Document provides direction to the developers of the Framework. It presents practical and philosophical considerations for the development of the Framework. |
| **Framework** | see The Common Curriculum Framework for Social Studies K-12 |
| **francité** | one's Francophone identity and sense of belonging to the Francophone community |
| **Francophone students** | students enrolled in Francophone schools or programs within the context of Section 23 of the Charter of Rights and Freedoms |
| **French Immersion** | see Appendix |

# APPENDIX: SOCIAL STUDIES AND FRENCH IMMERSION

**The French Immersion Program**

French Immersion is a program of intensive second-language learning. The goal of the program is to help students attain functional proficiency in French and to develop an appreciation and an understanding of Francophone culture. French is used as the language of instruction in a number of subjects, including social studies. The proportion of instructional time spent in French varies from grade to grade and from jurisdiction to jurisdiction.

**French Immersion Students**

French Immersion students generally come from non-French speaking homes and learn French as a second or third language. They usually achieve results that are as good as, or frequently higher than those of unilingual students, in the various school subjects generally, and in English language arts in particular.

**The Framework and French Immersion**

French Immersion students are expected to achieve the same social studies outcomes as those in English language programming. In addition, through social studies and other subject areas, they are expected to demonstrate a better understanding and appreciation of Francophone culture in Canada and the world.

The adaptation of the Framework for French Immersion will support the integration of second language learning into social studies. Some adaptation of the social studies content will be required at the primary level to provide the time necessary for students to acquire the French language. The Framework will also include content that pertains to Canada's French-speaking regions, Francophone culture, and Francophone contributions to Canadian society.

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